



‘Improving the quality of family life’

Careers Policy Statement including Provider Access Policy Statement

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Introduction

Snowflake provides a relevant and engaging careers curriculum which meets the differing needs and requirements of our pupils. This is developed throughout a pupil's time at the school and is always supportive of their abilities, strengths and skills.

Aims and Purpose

- Prepare pupils for the transition to life after Snowflake
- Support pupils in making informed decisions which are appropriate for them
- Provide pupils with well-rounded experiences
- Develop personal characteristics such as social skills, communication, independence and resilience
- Inspire and motivate pupils to develop themselves as individuals and live as independently as is possible
- This policy covers Careers Education, Information, Advice and Guidance given to pupils in Key Stages Three and four.
- The policy has been reviewed in line with the recently published DfE guidance document 'Careers guidance and access for education and training providers – Statutory guidance for trustees, school leaders and school staff. (DfE, Updated May 2025)
- This policy accepts the 8 Gatsby Charitable Foundation's benchmarks as set out in the DfE guidance. They can be seen in Appendix 1 of this policy
- This policy covers the legal duty of schools to ensure that a range of education and training providers can access pupils in Year 7 to Year 11 for the purpose of informing them about approved technical education qualifications or apprenticeships.
- This policy refers to events and opportunities in all Key Stages and in all years and these events will impact upon all pupils at the school.
- All members of staff at Snowflake School are expected to be aware of this policy and the importance of Careers Education, Information, Advice and Guidance (CEIAG) in the education of pupils; CEIAG is not the sole responsibility of the Careers Advisor.
- Preparation for adulthood underpins the work we do to teach our pupils from the moment they join. It is important therefore that our pupils leave school aware of themselves as individuals, aware of the opportunities available to them and can make some decisions about their own life. They should be prepared for the transition from full time education to the world beyond. It is to these aspects of personal and social development that this policy will contribute.

Careers Education

Careers Education at Snowflake School involves a broad range of activity and learning opportunity focussed on preparation for adulthood. These include but are not limited to community visits to

employers, visits from employers and professionals, work experience, class jobs and responsibilities, access to independent careers information and guidance.

The Department for Education's Statutory Guidance

The Department for Education's Statutory Guidance, updated in May 2025, states:

High-quality careers provision is an essential part of the government's missions to break down barriers to opportunity and to drive economic growth. Economic growth relies on individuals having the skills, ambitions and opportunities they need to succeed in fulfilling careers, so that we can meet skills gaps in priority sectors and improve national productivity.

Statutory requirements and recommendations

The careers provision at Snowflake is in line with the statutory guidance developed by the Department for Education, which refers to Section 42A and 45A of the Education Act 1997.

This states that all schools should provide independent careers guidance from Years 8 -11 and that this guidance should:

- be impartial
- include information on a range of pathways, including apprenticeships
- be adapted to the needs of the pupil

In addition, the school is compliant with the careers guidance that the government set out for delivery from 5 January 2018: 'Careers Guidance and Inspiration for young people in schools.' This states that all schools must give education and training providers the opportunity to talk to pupils about approved technical qualifications and apprenticeships. Further information relating to this is set out later in this document, under Provider Access.

Delivery of Careers Education

This section of the policy sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Delivery of Careers Education is outlined in Appendix 2. Additional to that, we recognise the fact that all classes in our school have pupils of widely differing abilities, and so we provide suitable learning opportunities for all children by matching the challenge of the task to the ability of the learner. We achieve this in a variety of ways, for example, by:

- Setting common tasks which are open-ended and can have a variety of responses.
- Setting tasks of increasing challenge (we do not expect all pupils to complete all tasks).
- Providing resources of different complexity, adapted to the ability of the learner.
- Using tutors to support the work of individuals or groups of pupils and extend that of others.

Delivery in practice

Pupils will take part in classroom jobs and assume class-based responsibilities.

Pupils will visit community-based employers and encounter employment in a range of ways and receive visits from professionals.

Pupils will experience work, through job shadowing, mini enterprise, supported work placement and job studies, both in school and in the wider community.

Staff will display impartiality in their teaching to enable all pupils to most effectively prepare for adulthood.

Total communication approaches will be utilised to include communication books, signing, objects of reference and PECS so pupils can access all learning.

Pupils may have the opportunity for their attainment in careers education to be accredited via units of the ASDAN.

Providers Access Policy Statement

Introduction

This policy statement sets out the school's arrangements for managing the access of providers to pupils at the school for the purpose of giving them information about the provider's education or training offer. This complies with the school's legal obligations under Section 42B of the Education Act 1997.

Pupil entitlement

All pupils in years 7-11 are entitled:

- to find out about technical education qualifications and apprenticeships opportunities as part of a careers programme which provides information on the full range of education and training options available at each transition point.
- to hear from a range of local providers about the opportunities they offer, including technical education and apprenticeships – through options events, assemblies and group discussions and taster events.
- to be supported in making appropriate applications for jobs or courses

Opportunities for access

A number of events, integrated into the school careers programme, will offer providers an opportunity to come into school to speak to pupils and/or their parents/carers:

Premises and facilities

The school will make the main hall, classrooms or meeting spaces available for discussions between the provider and pupils, as appropriate to the activity. The school will also make available AV and other specialist equipment to support provider presentations.

The Headteacher

The headteacher is responsible for ensuring that Careers Education is taught consistently across the school.

Staff

Staff, including are responsible for:

- Delivering Careers Education in a sensitive way
- Modelling positive attitudes to all employment, education and community opportunities
- Monitoring progress
- Responding to the needs of individual pupils

Learners

Pupils are expected to engage fully in Careers Education learning and experience the range of opportunities presented to them. They will be encouraged, with appropriate support, to make meaningful decisions and choices about their life beyond school.

Monitoring arrangements

The delivery of Careers Education is monitored by the school leadership team.

Pupils' development in Careers Education is part of our internal assessment systems.

This policy will be reviewed every three years by the school Senior Leadership Team. At every review, the policy will be approved by the trustees.

Appendix 1: The Gatsby Benchmarks

1. A stable careers programme	Every school and college should have an embedded programme of career education and guidance that is known and understood by pupils, parents, teachers, trustees and employers.	<ul style="list-style-type: none"> • Every school should have a stable, structured careers programme that has the explicit backing of the senior management team and has an identified and appropriately trained person responsible for it. • The careers programme should be published on the school's website in a way that enables pupils, parents, teachers and employers to access and understand it. • The programme should be regularly evaluated with feedback from pupils, parents, teachers and employers as part of the evaluation process.
2. Learning from career and labour market information	Every student, and their parents, should have access to good quality information about future study options and labour market opportunities. They will need the support of an informed adviser to make best use of available information.	<ul style="list-style-type: none"> • By the age of 14, all pupils should have accessed and used information about career paths and the labour market to inform their own decisions on study options. • Parents should be encouraged to access and use information about labour markets and future study options to inform their support to their children.
3. Addressing the needs of each student	Pupils have different career guidance needs at different stages. Opportunities for advice and support need to be	<ul style="list-style-type: none"> • A school's careers programme should actively seek to challenge

	tailored to the needs of each student. A school's careers programme should embed equality and diversity considerations throughout.	<p>stereotypical thinking and raise aspirations.</p> <ul style="list-style-type: none"> • Schools should keep systematic records of the individual advice given to each learner, and subsequent agreed decisions. • All pupils should have access to these records to support their career development. • Schools should collect and maintain accurate data for each learner on their education, training or employment destinations.
4. Linking curriculum learning to careers	All teachers should link curriculum learning with careers. STEM subject teachers should highlight the relevance of STEM subjects for a wide range of future career paths.	<ul style="list-style-type: none"> • By the age of 14, every learner should have had the opportunity to learn how the different STEM subjects help people to gain entry to, and be more effective workers within, a wide range of careers.
5. Encounters with employers and employees	Every student should have multiple opportunities to learn from employers about work, employment and the skills that are valued in the workplace. This can be through a range of enrichment activities including visiting speakers, mentoring and enterprise schemes.	<ul style="list-style-type: none"> • Every year, from the age of 11, pupils should participate in at least one meaningful encounter* with an employer. • A 'meaningful encounter' is one in which the student has an opportunity to learn about what work is like or what it takes to be successful in the workplace.
6. Experiences of workplaces	Every student should have first-hand experiences of the workplace through work visits,	<ul style="list-style-type: none"> • By the age of 16, every learner should have had at least one experience of a

	work shadowing and/or work experience to help their exploration of career opportunities and expand their networks.	<p>workplace, additional to any part-time jobs they may have.</p> <ul style="list-style-type: none"> • By the age of 18, every learner should have had one further such experience, additional to any part-time jobs they may have.
7.Encounters with further and higher education	All pupils should understand the full range of learning opportunities that are available to them. This includes both academic and vocational routes and learning in schools, colleges, universities and in the workplace.	<ul style="list-style-type: none"> • By the age of 16, every learner should have had a meaningful encounter* with providers of the full range of learning opportunities, including Sixth Forms, colleges, universities and apprenticeship providers. This should include the opportunity to meet both staff and pupils. • By the age of 18, all pupils who are considering applying for university should have had at least two visits to universities to meet staff and pupils. • A 'meaningful encounter' is one in which the student has an opportunity to explore what it is like to learn in that environment.
8.Personal guidance	Every student should have opportunities for guidance interviews with a career adviser, who could be internal (a member of school staff) or external, provided they are trained to an appropriate level. These should be available whenever significant study or career choices are being made.	<ul style="list-style-type: none"> • Every learner should have at least one such interview by the age of 16, and the opportunity for a further interview by the age of 18.

Revision

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Reviewed By	David Beezadhur
Approved by Board of Trustees on	December 2025